



# WHY FENCING

## What are the benefits of playing my sport?

Following a research project undertaken by Crowd DNA, we know that fencing is an appealing activity for some groups who wouldn't normally enjoy sport. 'Creative' girls and 'real gaming' boys are amongst these. Fencing is also a great activity for improving confidence, which has been evident through projects such as the Muslim Girls Fence. Girls comment that putting the mask on allows them to feel more confident in themselves. Fencing is an extremely empowering sport, which requires not just physical strength but the ability to think about and plan your movements with the sword. 'Physical chess' is a term often used to describe it. Using plastic equipment makes the sport accessible and affordable for schools and many more young people can take part, with dance studios or large classrooms being suitable spaces to deliver in.

# FENCING

**Spirit of the Games:**  
**Excellence through competition**  
 How does your sport exemplify these values?



Although controlled during each bout, fencers often display their emotions after each point with verbal and physical celebrations. The nature of 'sword fighting' is passionate, and historically it was not uncommon to fight to the death.



Fencers salute their opponent and referee at the start and end of the bout. Fencers also shake hands, with their non-sword hand, at the end of the bout.



If an on-target hit is made on a fencer they should say "touché" to acknowledge they have been hit. Self-refereeing is encouraged during practice.



Fencing is 1v1 so it is important to believe in your own ability. Fencing often appeals to people that may not enjoy traditional team sports.



Fencing is often seen as an individual sport but there is an exciting team relay, where each individual's scores are added to their team-mates. This requires support for each of the team members and promotes the feeling of belonging to a team.



Fencers need to be determined to keep their focus, even if they are down at certain times during the bout.

## Priority competitions:

- **Name of the competition:** School and College Championships
- **Age group:** KS4 and KS5; male, female or mixed.
- **Level / location, e.g. Intra School Competition (Level 1), Inter School Competition (Level 2) and County Final - Inter School Competition (Level 3).**  
 Ideal for beginner level fencers, using plastic equipment. Teams consist of three or four fencers.
- **Who runs it (e.g. SGO, development officer, young leader support etc)**  
 British Fencing encourages schools and colleges to deliver local leagues. Leader training is available for staff and Sports Leaders. British Fencing will aim to support schools and colleges delivering competition at KS4 and KS5. Please contact [holly.miles@britishfencing.com](mailto:holly.miles@britishfencing.com) to discuss options available.
- **When does it take place?**  
 Fencing competition can take part at any time throughout the year to fit in with County Final - Inter School Competition (Level 3) School Games events.
- **Next steps after this competition:**  
 British Fencing recommends the next step from competition is for fencers to join local community fencing clubs. All schools are also eligible to enter the Team Championships in March at Brunel University.

## Where do young people go next? (from School to Club/Community)

For more information, email [development@britishfencing.com](mailto:development@britishfencing.com)  
 Tel: 0208 7423032

## Young Leader/Officials courses/qualifications available:

- Leader Award (3 modules available) – candidates will be taught how to lead sessions, and gain an understanding of how to set up a competition, including the basics of refereeing.
- Teacher Tutor Award – or school staff to be able to deliver the Leader Award in house. Staff must have attended modules 1 and 2 of the leader award to become a Teacher Tutor.
- Piste Assistant Award – the Young Official can support competition as a scorer, timekeeper, referee's assistant and complete pool sheets.

## Embracing the School Games Vision

**Development Competitions** provide an opportunity to engage all young people. Utilising the NGB format, consider:

- Identifying targeted participant groups (i.e. gender, physical activity levels, impairment groups).
- Using the STEP principles to condition activities.
- Consider how to reward success – what does it look like?

## Relevant web links:

[www.britishfencing.com](http://www.britishfencing.com) • Contact email: [development@britishfencing.com](mailto:development@britishfencing.com)

# FENCING

## Competition Card 1

### Primary or Secondary:

Primary

### Name of competition:

Schools Championships or Skills Circuit

### Age group:

KS2 (Years 5 and 6)

### How to enter:

Via your SGO

### Tournament format:

League — Home and/or away  
Festival — Central venue

### Relevant web links:

[www.britishfencing.com](http://www.britishfencing.com)

Contact email: [development@britishfencing.com](mailto:development@britishfencing.com)

### Simple rules:

- Teams of three fencers.
- Fencers numbered 1, 2 and 3 in team A and 4, 5 and 6 in team B.
- Each fencer fences each member of the opposite team.
- Order of bouts as follows:  
1v4, 2v5, 3v6, 1v5, 2v6, 3v4, 1v6, 2v4, 3v5.
- Each bout is the first fencer to score two hits in max of one minute (the target number of hits and time limit may be altered as required).
- The number of bouts won is recorded on the score sheet e.g. a 5-4 result earns Team 'A' five points and Team 'B' four points.
- The piste should be approximately 12m x 1.5m.
- The target area is the torso (from waist up to neck, not including arms).
- Fencers can't score at the same time. The fencer who starts the attack has priority. The other fencer must defend themselves by blocking (parry) or making their opponent miss before they are able to attack back (riposte). If unsure call "halt" and re-start from the position the fencers are in.
- Foils should bend when making a hit on the opponent (the bend should be an upward arc).

- Wheelchair fencing: wheelchair fencers are able to compete against able-bodied competitors. Able-bodied competitors should sit side on in a chair (approximately a sword length away from their opponent).
- SEN pupils: foam swords are available. As an alternative, tag fencing may be delivered. This involves removing a tag from the opponent by hand.
- Mobility impairment: reduce the length of the piste or limit the number of steps each fencer is permitted to take.

We recommend consulting the young person involved in the decision making process whilst adapting the activity. The circuit cards offer adaptations for wheelchair users, SEN pupils and those with mobility impairments. Please contact us for further guidance on disabilities not covered within the cards.

### Roles for young people:

- Referee: one referee per fight. Therefereestartsandstopsplayusing the commands "Fence!" and "Halt!". They also award hits and ensure the proper etiquette of the sport is followed (salute and hand shake). We would encourage leaders from local secondary schools to fulfill the role of referee (particularly schools with Change4Life fencing clubs or any school with fencing experience).
- Time keeper: have one timekeeper centrally starting and stopping all bouts/skill stations.
- Score keeper: records results on the competition score sheet.
- Organiser: may welcome everyone to the competition, distribute orders of play, be a point of contact for any queries, deliver the results and thank volunteers and participants.
- Team manager: ensure their designated team is in the right place and ready when required, help with team tactics, encourage the fencers within their team.

### How can depth in competition through extra teams be achieved?

Schools could enter multiple teams, depending on the capacity for the league. Teams comprise three or four people so fill up a minibus and take a few teams along to each fixture. We would encourage schools to include pupils who do not traditionally compete in school sport. For the festival schools could take a whole class if time and space allows.

### The route from here to County Final – Inter School Competition (Level 3)

The top placed 'x' number of teams will progress to the County Final - Inter School Competition (Level 3) event. This decision will be made on a local level, depending upon the numbers of entries within the area.

### How can regularity be achieved?

Teams should play against all other teams in the league over a number of weeks. For the festival schools could run the circuit activities within their own school as an intra and/or virtual competition leading up to the festival.





# FENCING

## Competition Card 2

### Primary or Secondary:

Secondary

### Name of competition:

Schools Championships

### Age group:

Secondary - KS3, KS4 and KS5

### How to enter:

Via your SGO

### Tournament format:

Home and/or away

### Relevant web links:

[www.britishfencing.com](http://www.britishfencing.com)

Contact email: [development@britishfencing.com](mailto:development@britishfencing.com)

### Simple rules:

- Teams of three fencers.
- Fencers numbered 1, 2 and 3 in team A and 4, 5 and 6 in team B.
- Each fencer fences each member of the opposite team.
- Order of bouts as follows:  
1v4, 2v5, 3v6, 1v5, 2v6, 3v4, 1v6, 2v4, 3v5.
- Each bout is the first fencer to two hits in max of one minute (the target number of hits and time limit may be altered as required).
- The number of bouts won is recorded on the score sheet e.g. a 5-4 result earns Team 'A' five points and Team 'B' four points.
- The piste should be approximately 12m x 1.5m.
- The target area is the torso (from waist up to neck, not including arms).
- Fencers can't score at the same time. The fencer who starts the attack has priority. If unsure call "halt" and re-start from the position the fencers are in.
- Foils should bend when making a hit on the opponent (the bend should be an upward arc).

### Think inclusively!

- Wheelchair fencing: wheelchair fencers are able to compete against able-bodied competitors. Able-bodied competitors should sit side on in a chair (approximately a sword length away from their opponent).
- SEN pupils: foam swords are available. As an alternative, tag fencing may be delivered. This involves removing a tag from the opponent by hand.
- Mobility impairment: reduce the length of the piste or limit the number of steps each fencer is permitted to take.

We recommend consulting the young person involved in the decision making process whilst adapting the activity. The circuit cards offer adaptations for wheelchair users, SEN pupils and those with mobility impairments. Please contact us for further guidance on disabilities not covered within the cards.

### Roles for young people:

- Referee: one referee per fight. The referee starts and stops play using the commands "Fence!" and "Halt!". They also award hits and ensure the proper etiquette of the sport is followed (salute and hand shake).
- Time keeper: have one timekeeper centrally starting and stopping all bouts.
- Score keeper : records results on the competition score sheet.
- Organiser: may welcome every one to the competition, distribute orders of play, be a point of contact for any queries, deliver the results and thank volunteers and participants.
- Team manager: ensure their designated team is in the right place and ready when required, help with team tactics, encourage the fencers within their team.

Schools with Change4Life fencing clubs should have received leader training and their pupils may be able to act as referees

### How can depth in competition through extra teams be achieved?

Schools could enter multiple teams, depending on the capacity for the league. Teams comprise three or four people so fill up a minibus and take a few teams along to each fixture. We would encourage schools to include pupils who do not traditionally compete in school part.

### The route from here to County Final – Inter School Competition (Level 3)

The top placed 'x' number of teams will progress to the County Final - Inter School Competition (Level 3) event. This decision will be made on a local level, depending upon the numbers of entries within the area.

### How can regularity be achieved?

Teams should play against all other teams in the league over a number of weeks.

